

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Dorri Neal

Official School Name: William Collier Elementary School

School Mailing Address: 20150 Mayhall Drive
Wildomar, CA 92595-8272

County: Riverside State School Code Number: 33751766115174

Telephone: (951) 253-7630 E-mail: dorri.neal@leusd.k12.ca.us
Fax: (951) 253-7631 Web URL: www.leusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Frank Passarella Superintendent e-mail:
frank.passarella@leusd.k12.ca.us

District Name: Lake Elsinore Unified District Phone: (951) 253-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Susan Scott

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 14 Elementary schools
(per district designation) 4 Middle/Junior high schools
4 High schools
0 K-12 schools
22 Total schools in district
2. District per-pupil expenditure: 7057

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	15	8	23		6	0	0	0
K	44	41	85		7	0	0	0
1	63	52	115		8	0	0	0
2	47	51	98		9	0	0	0
3	48	49	97		10	0	0	0
4	36	47	83		11	0	0	0
5	51	47	98		12	0	0	0
Total in Applying School:								599

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
63 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
31 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 15%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	49
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	38
(3)	Total of all transferred students [sum of rows (1) and (2)].	87
(4)	Total number of students in the school as of October 1, 2009	585
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent limited English proficient students in the school: 32%
 Total number of limited English proficient students in the school: 179
 Number of languages represented, not including English: 4
 Specify languages:

Spanish , Vietnamese, Cambodian, and Arabic are the four non-English languages represented at William Collier Elementary School.

9. Percent of students eligible for free/reduced-priced meals: 76%
 Total number of students who qualify: 456

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%
 Total number of students served: 80

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>15</u> Autism	<u>4</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>18</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>32</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	96%	97%	95%
Daily teacher attendance	95%	95%	95%	92%	96%
Teacher turnover rate	0%	1%	1%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In the 2006-2007 school year, three of the William Collier Elementary School teachers were going through serious medical issues including two with cancer. These long-term illnesses contributed to a higher than usual teacher absence rate for that school year.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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William Collier Elementary is a centerpiece academic environment located in the town of Wildomar, California. Bordered by the Ortega Mountains to the west, and a three-generation dairy farm to the north, our school is nestled in the heart of a close-knit community that values a solid American public school education. William Collier Elementary is named after one of the three settlers who founded this community over one hundred years ago, cultivating a long time tradition of academic excellence within all of the schools in our valley. Many of our families own their own homes; however they have also felt the effects of the economic depression that has hit our state, causing the numbers of socio-economically disadvantaged students to climb in recent years. It is not unusual for some parents to commute two hours each way to work every day. Our students are diverse: 63% Hispanic or Latino, 79% Socio-Economically Disadvantaged, and 32% English Learners. Our families are exceptionally supportive of the school's vision of maintaining a strong commitment to creating a safe and secure atmosphere that is dedicated to the development of excellence, to students demonstrating responsibility and respect in themselves, their academics, and their school, for staff to nourish life-long learners by building students' self-worth and trust through challenging, motivating, and encouraging each student to reach his/her intellectual and behavioral potential, and for the school to develop active community partnerships and foster a positive environment through mutual respect and involvement.

Our Mission Statement is "Push to Excellence!" For our school, this means that all students will have maximum opportunities to strive to meet or exceed grade level standards. All students will have maximum opportunities to acquire learning skills and strategies necessary to be successful in their secondary/post-secondary education. We want to push our students to put into practice what they learn and push ourselves as adult learners to pass along a life-long love of learning to our students. We want to push our school to be a community of learners who are actively applying gained knowledge and reshaping the world around us into a better place. Our school has received many awards over the years, most recently the California Distinguished School designation, and twice received the Federal Title I Achieving School honor. The local Lake Elsinore Unified School District Board of Trustees presented a banner to our site for surpassing an Academic Performance Index of 850 this past spring.

Each morning, we gather by class on the playground ten minutes before the school day starts to recite the Pledge of Allegiance together, celebrate our achievements, and review any rules that need to be reinforced. This time together is frequently concluded before the actual school bell rings, which means that all students are in their seats and attendance has been taken before the day begins. A strict adherence to this daily routine helps increase a focus on optimum time on task and provides students with as much as fifty minutes of value added learning time each week. Every Friday at our morning gathering we celebrate students who have been "Caught Being Good" and monthly assemblies celebrate the Students of the Month and classroom winners of our monthly writing competition, Tale of the Comet.

We strive to make Collier a center of community activity. Adult English as a Second Language classes in the evenings are taught by a kindergarten teacher and supported through the district's Adult Education Program. We have a multitude of family activity nights, including Family Science night, Reading night, Math night, Sock Hop Dance, Literacy night, Healthy Living night and Family Picnic day. We recently held a "Snow Day" (it does not snow here) for parents to bring their children on a non-school day for hands-on learning activities during the winter break, to assist families with childcare. Partnering with organizations in our community is another key attribute of the community-oriented values we instill in our students. We just completed our tenth year partnering with the Shriners to raise money for children's hospitals, and support the American Heart Association's Jump Rope for Heart program and Juvenile Diabetes Foundation's Walk for Cure. Our Student Leadership Team coordinates school wide spirit activities and a Student Green Team works to make our school more environmentally conscious.

Our staff set a goal to achieve the National Blue Ribbon School Award, and we know that we have the attributes that define this high honor: a belief that all students can learn, a push to meet high achievement targets, and elimination of the achievement gap for all students in our population. This year we set an even higher target to achieve an API of 900 and we are confident that we will meet this goal. Our students are achieving state and federal standards and the school continues to push to excel to new heights.

1. Assessment Results:

The California Standards Test (CST) is a section of the Standardized Testing And Reporting (STAR) program designed for California students to measure student progress for achieving California academic content standards. Students are able to attain five levels of proficiency on the CST for each subject tested: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The Advanced and Proficient levels demonstrate that students have a competent understanding of the skills that are being tested for their grade level and “meet the standard”.

WCE’s overall Academic Performance Index (API) growth for the past five years has shown considerable gain school wide. Beginning with an overall API score of 737 in 2006, our API scores increased 121 points for an API score of 858 in 2010. In the significant subgroups, we have seen tremendous gains, as well. Between the years 2006 and 2010, our Hispanic subgroup grew from an API of 700 to an API of 855, showing an increase of 155 points. During the same time period, our Socio-Economically Disadvantaged (SED) subgroup grew 197 points, going from an API of 681 in 2006, to 878 in 2010. This substantial growth exceeded the overall school API by 20 points. Our English Learners (EL) started with an API of 661 in 2006, and by 2010, increased to an API score of 856. This 195 point gain demonstrates significant growth over the past five years. The Students With Disabilities (SWD) subgroup showed the most dramatic results of all subgroups. Starting with an API of 511 in 2006, the SWD subgroup has shown an incredible 344 point gain, moving to an API of 855.

Our gains in Adequate Yearly Progress (AYP) scores mirror the outstanding gains in API scores. In 2006, our overall AYP in English Language Arts (ELA) was 39.5% Proficient or Advanced. The overall AYP in Math was 56.2% Proficient or Advanced. Presently, the overall AYP in Language Arts is 64.2% and 69.7% in Math, demonstrating a gain of more than 24 percentage points in Language Arts and more than 13 in Math. All subgroups showed pronounced growth in both Language Arts and Math between 2006 and 2010. The Hispanic subgroup achieved a gain of 31 percentage points in ELA and 23 in Math. The ELL subgroup accomplished a 32 point gain in ELA and a 26 point Math gain. The next largest gain was our SED subgroup with a 35 point increase in ELA and 29 in Math. Most notably, the SWD subgroup attained a 35 percentage point gain in ELA and an outstanding 48 point growth in Math.

Another area of significant gain is the decrease of students at the lowest proficiency bands, Far Below Basic (FBB) and Below Basic (BB). In 2006, the overall number of students scoring in the FBB/ BB range was 25.76% in ELA and 24.84% in Math. The number of students in this band was radically reduced in 2010 to 3.23% in ELA and 3.95% in Math. All subgroups show the same positive trend in decreasing the number of students at the lowest bands. The Hispanic subgroup changed in ELA from 29.42% students in the FBB/BB range in 2006 to 3.31% in 2010, the number of the SED subgroup students dropped from 35.44% to 2.865%, the EL subgroup dropped from 35.44% to 2.86%, and SWD dropped from 66.67% to 2.86%. The Math scores show the same positive trend of decreasing the number of students at the lowest ranges. In 2010, the Hispanic subgroup in the FBB/BB range in Math decreased from 30.72% in 2006 to 4.58% in 2010, the SED subgroup dropped from 35.4% in 2006 to 1.27%, the EL subgroup dropped from 36.71% in 2006 to 5.26%, and the SWD subgroup dropped from 66.66% in 2006 to 2.86%.

Prior to 2007, we had a wide achievement gap among significant subgroups and believed changes needed to be made for all students, school wide, regardless of background, condition, or circumstance. Three years ago, a school wide intervention program at William Collier Elementary was implemented with the intent to close the achievement gap, which has been accomplished. Students of all backgrounds, ethnicities and abilities are challenged and motivated to achieve to their fullest potential, thereby eliminating the achievement gap at our school and dramatically decreasing the number of students scoring at the Far Below and Below Basic proficiency bands. To ensure continuous improvement of student achievement, the William Collier staff collaborates weekly by grade level to discuss the successes and needs of our students. Because of the constant attention to our students and their needs, we have been successful in completely eliminating the achievement gap among all subgroups.

All of the evidence found in this section can be found on the California Department of Education website listed below:

<http://api.cde.ca.gov>

2. Using Assessment Results:

WCE's commitment to academic excellence ensures the success of all students by using a collaborative data-driven process to improve teaching and learning. Three years ago, two school wide intervention programs, Focus and Read 180, were implemented with the intent of closing the achievement gap. As a result of this change, student achievement has soared and teachers continue to maintain exceptionally high expectations for all students' success. Through weekly Professional Learning Communities meetings (PLC), data is analyzed to determine student academic levels. Pertinent assessment results are immediately accessible via a district data system, EADMS, allowing teachers access to a variety of student reports. The district's Administrator for Assessment and Accountability has provided training on use of the EADMS system to maximize teachers' knowledge of this valuable database.

Focus is a uniquely designed system of data analysis, collaboration, intervention, and enrichment that produces clear teaching objectives, provides small group instruction, identifies individual student needs, and provides the greatest access to grade level core curriculum. In addition to Focus, Read 180 is an intensive reading intervention program for students performing up to two grade levels below standard. Read 180 uses assistive technology to meet students' needs through the utilization of highly motivating literature, small group differentiated instruction, software that adapts to the individual needs of students, and teacher directed instruction. Frequent assessment reports are utilized in both of these intervention programs.

In planning for Focus groups and other intervention flex groupings, teachers use a five point rating to determine academic levels. Each student is given a ranking of 1-5 (1 – Far Below Basic, 2 – Below Basic, 3 – Basic, 4 – Proficient, 5 – Advanced). In grades 2-5, rankings are based on California State testing, NWEA Measures of Academic Progress (MAPS), INSPECT Lake Elsinore Unified School District Benchmark Assessments, and teacher-developed common assessments. In grades K-1, age-level appropriate standards-based assessments are used to determine academic levels. Kindergarten teachers use ESGI software for frequent monitoring of students' progression towards skill mastery. Once academic levels have been determined and students placed in the appropriate Focus groups, additional support staff members team up with teachers for thirty minutes daily to provide students K-5 access to core academic standards. Our school wide focus on continuous data analysis allows teachers to direct their energies most effectively on Standards and Best Teaching Practices to improve student performance, while also providing for student movement within the various levels of instruction

3. Communicating Assessment Results:

WCE parents and students are well informed of grade level expectations. As you tour the classrooms, Kid-friendly core standards are posted and there is evidence of checklists being used to document successful mastery of grade level skills. INSPECT Benchmark Assessment posters are prominently displayed in the classrooms, color-coded for each six to eight week test period. Teachers communicate assessment results and student performance in daily, weekly and monthly discussions during their PLC collaboration meetings. Multiple measures of assessment used to guide instruction include NWEA MAP (a semi-annual computerized norm-referenced early diagnostic assessment), and INSPECT, the Lake Elsinore Unified School District standards-based Benchmark Assessment, which is given at six to eight week intervals throughout the school year. These assessments are used to guide Best Practice Teaching Strategies, which are implemented to meet the needs of all learners. CST results are mailed home to parents during the summer. Teachers discuss these results during initial parent conferences, and set individual learning goals for skills mastery. Results are also communicated during annual Title 1 meetings. At Back to School Night, teachers communicate grade level standards, expectations, and SMART goals are developed with parents. Teachers provide an open door policy for all stakeholders to answer questions and concerns throughout the year.

Students participating in the READ 180 intervention program receive monthly data reports and results are communicated to parents. In January, parents of English Language Learners receive CELDT (California English Language Development Test) assessment results by mail. Concerns and results are addressed during our English Learner Advisory Committee (ELAC) meetings. In addition, our bilingual Community Liaison provides constant communication and guidance to the parents of English Learners. Student Success Team and Language Assistance Team conferences are additional opportunities for parents and teachers to discuss ways to meet the needs of individual students. The GATE (Gifted and Talented) advisory committee conducts meetings to update parents on student progress and programs. The principal conducts Stat Chats with individual students in 2nd through 5th grade to share assessment results and student profiles, and to set expectations for future success. Information is further provided to our community through BlackboardConnect, an automated phone messaging service, which allows the Principal to record reminders pertaining to upcoming events, meetings, and assessment notifications for families. Additional assessments and results are provided through traditional progress reports, report cards, behavior notices, phone calls, email, home visits, and our school website.

4. Sharing Lessons Learned:

Teachers share lessons and successful strategies during weekly Professional Learning Communities time at grade level collaboration. They also share lessons and strategies at Lake Elsinore Unified School District Curriculum Advisory Committee and Elementary Curriculum Committees, Benchmark Test and Feedback committee, Pacing Guide committee, Literacy committee, Math Steering committee and Social Studies committee. Recently, some of our teachers were invited to share their lesson ideas at District Best Practices Cross-site Collaboration meetings. The site's Read 180 teacher was asked to present our school program at a District READ 180 teachers meeting last fall, due to receiving the highest gains amongst all Read 180 teachers in the school district. Our site has had numerous mentor teachers over the years. Currently, we have one teacher serving as a Beginning Teacher Support and Assessment (BTSA) Support Provider working with newly credentialed teachers and providing opportunities to observe and use Best Practices. Many new teachers, student teachers, and interns visit our classrooms for ideas on best practices. Our teachers have also been invited to go to other schools in the district to provide support for teacher growth and to share our practices. Two of our teachers are participating in "Footprints of Freedom", a multi-year grant intended to create better instruction in Social Studies.

Our principal participates in monthly Professional Learning Communities collaboration meetings with all of the other district elementary school principals, where best practices are shared. Our school will be hosting the Elementary Principal's PLC meeting in the fall of 2011, where all of the principals will be invited to tour classrooms and hear more about the Focus program. The principal shares information on our school programs and results at monthly District Title I meetings, Principals' Council and

Administrative Team meetings, as well as District training sessions on “Balanced Math Programs”, “The Oz Principle”, “The Speed of Trust”, and “McRel Balanced Leadership” professional development. The previous principal was invited to speak at a Total School Solutions Conference in Ontario, California to share school wide best practices with other school districts. The principal attends monthly Parent Teacher Association meetings at the school site and district levels, and shares information with the parents and broader school community. The principal, community liaison and several teachers speak at each ELAC meeting to provide Spanish-speaking parents with information on the school program and results, as well as on ways they can more fully participate in the school program.

1. Curriculum:

WCE offers our students a cutting edge, standards based curriculum that addresses the learning needs of all learners including students with disabilities, English Learners, and our GATE population. Teachers work collaboratively to create lesson plans and deliver instruction to a diverse group of learners. Paraeducators regularly collaborate with teachers and work with all students to provide support, intensive intervention, and enrichment activities in small group environments.

Our English Language Arts curriculum, Houghton Mifflin Reading, is a comprehensive phonics-based reading program that provides a sound learning foundation for the life-long learner. It introduces the emergent reader to letters and sounds in Kindergarten using friendly animals to provide mnemonic devices. As students continue through their reading experiences they are challenged to use higher-order thinking and comprehension skills to interact with and internalize reading and how it relates to their world. Literature-based vocabulary and sight word recognition is introduced and emphasized at each grade level. Grammar and basic writing skills complete this inclusive program that includes universal access components to support English Learners, challenge excelling students, and provide support for those students in need of intervention.

With the philosophy that writing is a key factor in academic success, Lake Elsinore Unified School District adopted the Step-Up-To-Writing program. This program provides young writers with the proper tools to effectively write in various genres and across all grade levels. This comprehensive curriculum guides students through all phases of writing from the creation of the perfect sentence, through the construction of the traditional five paragraph essay and to editing a published paper.

Pearson enVision Mathematics is our core mathematics curriculum which provides a balanced approach to math instruction emphasizing problem solving and attainment of concrete skills. This creative approach to mathematics instruction incorporates the use of technology, direct instruction, peer group interaction, and manipulatives, to enhance and enrich the learning experience of all students. Each lesson is introduced through technology and animated lessons which provide interaction from both teacher and students. Lessons then move to a guided practice phase with use of manipulative and peer group interaction. The manipulative component allows students to interact with mathematics and make connections from the abstract concept to the concrete subjects. All grade levels including Kindergarten are introduced to algebraic mathematics concepts which are reinforced and built upon throughout a student's educational experience.

The Houghton Mifflin California Science curriculum is an outstanding approach to teaching California science standards. Through a variety of hands-on investigations and experiments, students discover and practice scientific principles and apply those principles to the world around them. The reading selections in the student text provide timely information, challenging vocabulary instruction, and cross-curricular integration with writing and mathematics. This program also incorporates modules to support students with special needs and English Learners.

Visual and performing arts are part of the fabric that weaves all the pieces of the curriculum together. Students and teachers use art to make the rest of the curriculum come to life in a way that allows knowledge to become a permanent part of the student. First grade students draw pictures to accompany

their stories, both stories read with them and written by them. From classroom to classroom art is manifested through directed drawing, water color, picture writing, tempera paint, paper cutting and folding projects, graphing, negative space, and other forms of art to solidly ground our students as well as create imaginative learners. Music is also integrated into our fabric. Fifth grade students reinforce standards and learn pneumatic devices through song. Students are introduced to a wide range of musical styles and genres. First grade students are introduced to word families and sight words through silly songs which tickle their funny bone while making strong links to reading concepts.

At WCE, we believe that a healthy body allows for maximum learning. The importance of getting the blood flowing to the brain and the body fully awake to maximize student achievement is emphasized. We encourage our students to exercise through our Running Club, where students can earn rewards for miles run during recess. Although we do not have an actual running track, our District lawn crew has created a track on our field. Many of our classes take a few minutes after our morning gathering to stretch and run. A common sight in the morning is classes doing jumping jacks together to the sixes times tables or stretching before running a lap.

We use every minute, every opportunity to engage our students throughout the entire school day. To make a difference means to challenge ourselves to make our students, our school and our community better. In small things we can make great things happen and we have.

2. Reading/English:

It has been said there are many little ways to enlarge a child's world; a love of reading is the best way of all. Developing this love of reading is our goal as we engage our students in the Language Arts curriculum. WCE uses Houghton Mifflin Reading as our core Reading Language Arts curriculum. Houghton-Mifflin Reading system is a reading program for instruction in grades K–5. It uses Big Books (authentic literature), anthologies, Read Alouds, and audio compact discs to provide step-by-step instruction in reading. The program is designed to be used as a full-year curriculum program with instruction on developing oral language and comprehension, phonemic awareness, decoding skills, fluency, reading comprehension, writing, spelling, and grammar. Language Arts is taught by all WCE teachers using a variety of strategies including whole group instruction, small group instruction, Specially Designed Academic Instruction in English (SDAIE), as well as offering universal access for students who need added intervention or remediation. Imbedded in the curriculum are all the components that make up a complete and focused ELA curriculum, as defined by the National reading Panel including phonics, grammar, reading comprehension, fluency, writing, spelling, sight words, and vocabulary.

While the curriculum is ultimately chosen by the school district, teachers and parents have the opportunity to participate in reviewing possible curriculum choices. Teachers pilot programs and search for those state approved programs which best match the needs of the students in our district. Through district wide collaboration, teachers are able to come together to custom fit the curriculum to match the need of not only our district but individual school sites to ensure no child is left behind.

In an effort to provide further diverse and engaging learning opportunities for all children, we incorporate Read 180, an intensive intervention reading program for students in grades 3-5 who are up to two years behind grade level. Read 180 uses assistive technology that meets students' individual needs through the utilization of highly motivating content based literature, small group differentiated instruction, instructional software that differentiates according to the individual needs of each student, and teacher directed instruction. In addition, in second grade, students performing below grade level receive a daily double dose of reading instruction in the afternoon, after their regular ELA time. Intervention teachers work with these students in small groups with additional Para-educator support providing students with a 4:1 student ratio for highly personalized instruction.

3. Mathematics:

WCE uses Pearson enVision Mathematics, a state approved, district adopted curriculum that was selected by the District's Instructional Support Services department. Pearson enVision Math is built on a strong research base and authored by the nation's top math experts and educators. It is centered on interactive and visual learning and differentiated instruction to address the specific needs of all student populations. Daily Problem-Based Interactive Math Learning followed by Visual Learning strategies deepen conceptual understanding by making meaningful connections for students and delivering strong, sequential visual/verbal connections through the Visual Learning Bridge in every lesson. Ongoing diagnosis and intervention and daily data-driven differentiation ensure that enVision Math gives every student the opportunity to succeed. Students progress through all the core areas: Number and operations, Algebra, Measurement and Geometry, Probability and Statistics, and Problem Solving. Number Worlds is our adopted intensive intervention program that focuses on students who are one or more grade levels behind in elementary math. It provides all the tools our teachers need to assess students' abilities, individualize instruction, build essential foundational skills and concepts and make learning fun.

Additional differentiated instruction is provided through the Universal Access component and Leveled Activities for our English Learners, students with disabilities, and advanced students. The use of math and literature is also combined in this program providing students with an additional engaging way to help build math comprehension. The use of frequent monitoring and varied intervention resources provide teachers with ongoing resources to meet the needs of all our students. Another engaging component is the use of the digital environment. This component provides animated glossaries, and visual learning through animations that can be used on computers and classroom projectors. MindPoint Quiz Show is a CD-ROM that provides students additional practice and remediation at the end of each topic. Exam View CD-ROM provides teachers with banks of questions to provide additional practice on any combination of lessons, topics, or standards.

Depending on need and grade level, struggling students will be grouped and additional intervention will be provided in a small group environment. Based on need and PLC planning, students may receive intervention during our daily 30 minute Focus time. Struggling students are also provided the opportunity to participate in before school tutoring programs. Again, with additional support from our Para-educators, teachers can work with all populations of learners to provide additional support, intensive intervention, and enrichment activities in small group environments.

4. Additional Curriculum Area:

Our English Language Development (ELD) program is of high importance and a vital part of our school's success in closing the achievement gap. As part of our core values, all students shall have equal access to the highest quality academic education possible and ELD is an additional curriculum area that provides our English Learner population with another opportunity to strive to meet or exceed grade level/content standards. The use of Hampton Brown Avenues materials for ELD instruction provides our EL students with a varied reading, writing, listening, and speaking curriculum that is rich in literature and hands-on activities. The use of "realia", along with GLAD strategies provides student's with multiple opportunities for purposeful language practice.

Avenues provides specialized ELD strategies that use numerous visuals, songs, graphic organizers and hands-on activities that engage our students to learn. This program differentiates instruction based on the 5 CELDT levels: 1-Beginning, 2-Early Intermediate, 3 Intermediate, 4 Early Advanced, 5-Advanced. Avenues provides Fiction and Non-Fiction resources, Song Books and CD's, Level Books, writing support, a student website, and Thematic Units. The Thematic Units are based on grade level science and social studies core standards and provide a beneficial springboard for building academic language and vocabulary that scaffolds concepts for students' mastery in these areas.

Since 2007 and the incorporation of Focus groups, our EL population has shown huge gains in closing the

achievement gap because of our consistent daily 30 minutes of ELD instruction. At the beginning of the year, teachers collaborate during grade level PLC meetings and determine the Focus groups. EL students are grouped based on their CELDT levels with no more than two levels being serviced in one group. For example all level 1's and 2's are placed in a group and all 3's and 4's in another. Groupings depend on the number of EL students at each grade level and their CELDT scores. Traditionally, in K-2nd there is a larger number of EL students, however as students continue to progress and graduate from the program our site has seen a dramatic reduction in the number of EL students in 3rd-5th grades. We attribute this increase in students' full English proficiency to our conscientious and consistent instruction in English Language Development each and every day, and a belief that all students can achieve grade level standards when given appropriate supports.

5. Instructional Methods:

The teachers at WCE are extremely knowledgeable in the use of Universal Access components to differentiate instruction for all students. Using the Universal Access components embedded within each of our core curriculum programs, each grade level Kindergarten through fifth grade participates in a daily 30 minute Focus program, as well as leveled instruction across each grade level in reading and math. Students are grouped using assessment data and proficiency levels. Extra support staff is added to bring the student to teacher ratio down to below 1:10. This attention to the individual student allows us to best meet the educational needs of each student whether advanced, struggling or an English Learner. In conjunction with these two programs, WCE offers before school tutoring. Students are group by proficiency levels in focused small groups to reinforce skills learned in the classroom, allowing students extended school day learning opportunities to master skills through differentiated instruction and Universal Access.

Our Focus groups differentiate instruction to all students in grades K-5th every day. As previously stated, students are grouped according to assessment results for instruction that is specifically targeted to increase mastery of specific grade-level standards. However, our Focus groups are merely one example of differentiation. In fifth grade, for example, math students who exhibit low performance are pulled together into one classroom with other similar students from every fifth grade classroom. This group receives differentiated direct instruction all together, and then the higher-performing students continue hands-on guided practice in another room with an instructional aide. The remaining students continue to receive direct instruction and assistance from both the teacher and an additional aide. The aide working with this group is fully bilingual to assist EL students in grasping concepts. For this group, the amount of work is reduced, emphasizing quality work over quantity. Students are allowed to use tools such as multiplication charts so that concepts and processes may be learned with minimal hindrance and fluency achieved. When tests are given to this intervention math class, a portion of all problem types are marked as extra credit. Students who can complete all problems are rewarded for their extra effort, while students who have greater difficulty working through the test are still able to demonstrate their mastery and achieve uppermost grades while completing an accommodated number of problems.

6. Professional Development:

In the summer of 2007, our district participated in a training program for Professional Learning Communities (PLC) in Boston, Massachusetts. This conference provided the springboard for effective staff communication and teacher collaboration. With skills attained, staff members returned to campus and put lessons learned into practice. Our staff began to place emphasis on collaboration time to develop opportunities to meet the needs of our various students. Through this process our Focus time was created.

Teacher training and use of our district EADMS data system has played an important role at our school site. Through data analysis, teachers are able to view assessment results in one central location. The use of assessment data can be sorted by performance bands to provide teachers with feedback on areas of weakness and strength. The use of Best Practices reports are shared with others to assist in areas of weakness. This data analysis system allows teachers to view struggling students at each grade level and sort students based on academic levels to determine student placement during Focus and Reading

Intervention programs. As new assessments are given, student results are updated and provide teachers with the ability to regroup students as needed, to target specific intervention areas.

Guided Language Acquisition and Design (GLAD) is another professional development program used district wide and at our school. Teachers learn how to implement effective strategies to engage students in activities in all core subjects. Our first grade team is participating in a teacher-led GLAD training provided by a district Teacher on Special Assignment. Demonstration lessons are presented in a first grade classroom as the first grade teachers observe. Follow up discussion and collaboration occurs after the observations.

Staff is invited to participate in Professional Development prior to the beginning of each school year, where they may select from a menu of workshops in Differentiated Instruction, ELD strategies, Technology, Universal Access, Infinite Campus Student Information System, and more. Teachers return to our site energized and eager to share Best Practices during grade level PLC. Staff is encouraged to seek out professional development that is aligned with state standards and can be used to meet the needs of all students. Our local Riverside County Office of Education offers a wealth of staff development opportunities, with our principal completing training on providing differentiated employee feedback. This has been shared with other administrators in the district and put into practice at our site.

7. School Leadership:

The William Collier School leadership philosophy is one of “shared leadership-shared strength” amongst all stakeholders. The central theme is that all members of the staff, community, and student population are given a voice in shaping the direction of the school’s mission and vision to assist each child in achievement of his/her fullest potential. Our principal believes in a balanced leadership approach as defined by the 21 responsibilities from the McRel Balanced Leadership training. Being personally committed to doing whatever it takes to support student achievement, our principal sets a high standard for staff, programs, and resources to be focused on our children’s success. A Teacher Leadership Team meets monthly to discuss critically important issues facing the school and to set the agenda for PLC collaboration efforts for the month ahead, as well as staff meeting agendas. The Student Leadership Team meets each week to plan school wide activities to promote positive school spirit and to raise our universal conscience about issues in our world such as the Green Team activities, and helping children who are sick. The P.T.A. and ELAC parent groups shape the events for students and families to increase parent participation in their child’s education and assist families in improving their child’s achievement. School programs, such as celebrations for reaching Benchmark assessment targets are planned by the principal, Teacher and Student Leadership Teams together to encourage each student to always do their best effort in school. The “Think Pink” party celebrating student achievement on the February Pink INSPECT Benchmark assessment came about as a collaborative idea of our leadership groups to reward increased student achievement. This cooperative spirit is also supported by the P.T.A. and ELAC parents who will be volunteering to make the party a memorable event for the children. Throughout the year, many events are planned to promote student achievement and family involvement, which are mutually sponsored by all of our leadership teams. This helps to pool our resources and use donations from local businesses, funds from P.T.A. and site monies to leverage the best possible program for our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: California Standards Test

Edition/Publication Year: 1 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	68	66	50	60	51
Advanced	35	20	14	15	20
Number of students tested	92	74	77	65	99
Percent of total students tested	97	93	95	92	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	67	59	36	58	41
Advanced	55	40	23	30	18
Number of students tested	27	32	39	31	57
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	62	63	39	54	42
Advanced	39	21	20	18	16
Number of students tested	58	46	46	35	51
4. Special Education Students					
Proficient and Advanced		100			24
Advanced		80			11
Number of students tested		13			25
5. English Language Learner Students					
Proficient and Advanced	53	58	29	50	47
Advanced	36	30	14	10	10
Number of students tested	40	31	24	22	30
6. White					
Proficient and Advanced	75	68	67	63	62
Advanced	61	52	38	30	30
Number of students tested	28	19	27	24	39
NOTES:					

11CA21

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: 1 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	63	65	48	54	39
Advanced	29	22	10	9	14
Number of students tested	92	74	77	65	99
Percent of total students tested	92	93	95	92	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	63	56	46	55	30
Advanced	41	35	25	23	11
Number of students tested	27	32	39	31	57
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	57	57	41	54	29
Advanced	40	35	19	8	9
Number of students tested	58	46	46	35	51
4. Special Education Students					
Proficient and Advanced		85			20
Advanced		69			0
Number of students tested		13			25
5. English Language Learner Students					
Proficient and Advanced	45	52	33	50	27
Advanced	25	21	12	8	6
Number of students tested	40	31	24	22	30
6. White					
Proficient and Advanced	71	84	59	54	51
Advanced	59	40	23	18	12
Number of students tested	28	19	27	24	39
NOTES:					

11CA21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: California Standards Test

Edition/Publication Year: 1 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	72	56	60	32	66
Advanced	41	22	30	12	18
Number of students tested	80	94	73	84	90
Percent of total students tested	92	88	92	84	100
Number of students alternatively assessed	6	4	7	6	8
Percent of students alternatively assessed	7	4	9	7	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	58	51	63	41	54
Advanced	34	18	12	11	9
Number of students tested	31	45	35	39	46
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	64	41	50	36	52
Advanced	38	12	14	9	3
Number of students tested	47	58	42	42	42
4. Special Education Students					
Proficient and Advanced				45	15
Advanced				7	6
Number of students tested				11	13
5. English Language Learner Students					
Proficient and Advanced	62	27	35	28	13
Advanced	40	22	18	11	6
Number of students tested	21	33	17	25	16
6. White					
Proficient and Advanced	87	77	76	66	78
Advanced	60	34	29	19	12
Number of students tested	23	30	21	35	41
NOTES:					

11CA21

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 1 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	48	41	35	32	39
Advanced	10	10	10	12	9
Number of students tested	79	93	72	84	90
Percent of total students tested	99	88	91	84	100
Number of students alternatively assessed	6	4	7	6	8
Percent of students alternatively assessed	7	4	10	7	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	35	32	29	26	33
Advanced	19	11	8	0	10
Number of students tested	31	44	35	39	46
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	37	33	24	21	24
Advanced	20	19	8	7	9
Number of students tested	46	58	42	42	42
4. Special Education Students					
Proficient and Advanced				18	15
Advanced				9	0
Number of students tested				11	13
5. English Language Learner Students					
Proficient and Advanced	15	15	6	12	6
Advanced	5	8	0	0	0
Number of students tested	20	33	17	25	16
6. White					
Proficient and Advanced	70	50	48	43	51
Advanced	40	25	14	11	13
Number of students tested	23	30	21	35	41
NOTES:					

11CA21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: California Standards Test

Edition/Publication Year: 1 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	57	45	62	67	52
Advanced	34	23	38	32	21
Number of students tested	86	88	86	82	86
Percent of total students tested	87	88	86	99	100
Number of students alternatively assessed	9	7	8	4	6
Percent of students alternatively assessed	10	8	9	5	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	56	48	43	63	33
Advanced	34	21	19	21	8
Number of students tested	39	40	35	35	45
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	53	46	56	62	33
Advanced	34	20	8	5	0
Number of students tested	51	48	45	37	42
4. Special Education Students					
Proficient and Advanced				33	27
Advanced				16	13
Number of students tested				12	15
5. English Language Learner Students					
Proficient and Advanced	37	17	18	53	33
Advanced	21	5	0	0	0
Number of students tested	19	18	17	15	15
6. White					
Proficient and Advanced	63	43	66	71	76
Advanced	50	31	25	24	24
Number of students tested	32	28	32	41	33
NOTES:					

11CA21

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: California Standards Test

Edition/Publication Year: 1 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	66	58	56	61	45
Advanced	36	38	26	25	23
Number of students tested	84	86	86	82	86
Percent of total students tested	85	87	86	99	100
Number of students alternatively assessed	9	7	8	4	6
Percent of students alternatively assessed	10	8	9	5	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	65	51	37	46	27
Advanced	33	11	12	11	0
Number of students tested	37	39	35	35	45
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	60	52	49	49	24
Advanced	40	27	16	8	0
Number of students tested	50	48	45	37	42
4. Special Education Students					
Proficient and Advanced				33	27
Advanced				8	7
Number of students tested				12	15
5. English Language Learner Students					
Proficient and Advanced	39	22	6	47	20
Advanced	26	6	0	0	0
Number of students tested	18	18	17	15	15
6. White					
Proficient and Advanced	71	59	59	68	70
Advanced	65	45	23	17	9
Number of students tested	31	27	32	41	33
NOTES:					

11CA21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: California Standards Test

Edition/Publication Year: 1 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	51	55	73	41	48
Advanced	17	26	19	15	12
Number of students tested	86	86	90	78	78
Percent of total students tested	88	84	94	96	100
Number of students alternatively assessed	10	9	9	6	5
Percent of students alternatively assessed	11	10	10	7	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	54	42	72	23	38
Advanced	42	28	31	5	0
Number of students tested	35	36	39	40	29
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	57	49	71	21	48
Advanced	49	32	31	5	6
Number of students tested	47	47	42	39	31
4. Special Education Students					
Proficient and Advanced				23	0
Advanced				7	0
Number of students tested				13	18
5. English Language Learner Students					
Proficient and Advanced				0	
Advanced				0	
Number of students tested				13	
6. White					
Proficient and Advanced	41	66	76	62	48
Advanced	30	44	19	6	17
Number of students tested	27	32	41	29	40
NOTES:					

11CA21

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: California Standards Test

Edition/Publication Year: 1 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	53	58	50	35	29
Advanced	12	21	10	6	5
Number of students tested	85	86	89	78	78
Percent of total students tested	87	84	93	96	100
Number of students alternatively assessed	10	9	9	6	5
Percent of students alternatively assessed	12	10	10	7	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	49	39	38	15	28
Advanced	40	19	10	0	0
Number of students tested	35	36	39	40	29
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	47	49	41	15	32
Advanced	38	32	17	2	6
Number of students tested	47	47	41	40	31
4. Special Education Students					
Proficient and Advanced				15	0
Advanced				2	6
Number of students tested				13	18
5. English Language Learner Students					
Proficient and Advanced				15	0
Advanced				0	0
Number of students tested				13	18
6. White					
Proficient and Advanced	56	72	61	62	33
Advanced	37	38	31	24	7
Number of students tested	27	32	41	29	40
NOTES:					

11CA21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	62	60	64	58	56
Advanced	38	33	17	12	11
Number of students tested	378	389	356	335	354
Percent of total students tested	88	88	91	93	99
Number of students alternatively assessed	25	20	24	16	19
Percent of students alternatively assessed	7	5	7	5	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	58	54	58	49	44
Advanced	35	22	11	5	5
Number of students tested	150	180	167	165	178
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	60	57	58	47	46
Advanced	34	31	24	15	10
Number of students tested	223	229	197	169	167
4. Special Education Students					
Proficient and Advanced	67	63	56	56	19
Advanced	42	36	23	15	8
Number of students tested	48	65	42	67	12
5. English Language Learner Students					
Proficient and Advanced	68	52	54	45	42
Advanced	41	29	12	5	14
Number of students tested	96	103	68	86	64
6. White					
Proficient and Advanced	70	64	73	68	67
Advanced	52	40	20	16	19
Number of students tested	121	122	128	137	153
NOTES:					

11CA21

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	61	60	50	50	40
Advanced	39	29	20	13	9
Number of students tested	378	389	356	335	354
Percent of total students tested	88	88	91	93	99
Number of students alternatively assessed	25	20	24	16	19
Percent of students alternatively assessed	7	5	7	5	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	59	52	41	41	30
Advanced	38	27	18	18	8
Number of students tested	150	180	167	165	178
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	54	55	43	40	29
Advanced	29	22	18	5	10
Number of students tested	223	229	197	169	167
4. Special Education Students					
Proficient and Advanced	54	52	40	52	18
Advanced	41	38	28	16	7
Number of students tested	48	65	42	67	72
5. English Language Learner Students					
Proficient and Advanced	52	53	38	41	23
Advanced	31	17	15	4	2
Number of students tested	96	103	68	86	64
6. White					
Proficient and Advanced	69	64	57	60	50
Advanced	41	29	19	18	11
Number of students tested	121	122	128	137	153
NOTES:					

11CA21